

Appendix A My Feedback Practices

Consider each of the following statements, and indicate R (Rarely), S (Sometimes) or U (Usually).			
A. Gathering feedback FROM students about learning	R	S	U
I use a variety of assessment strategies, (e.g., traffic lighting, thumbs up, exit cards, learning logs) to gather feedback about students' learning during each instructional period.			
I note where students need further instruction or a different approach, and adjust instruction accordingly.			
B. Providing feedback TO students about their learning	R	S	U
Feedback includes three components: what was done well, what needs improvement, and specific suggestions for how to improve.			
Feedback relates to the learning goal(s) which I shared and clarified with students at the outset of the learning cycle.			
Feedback is based only on the criteria for success which I shared and clarified with students at the outset of the learning cycle.			
Feedback is prioritized to focus on the aspects of student learning that need the greatest attention.			
Feedback is focused on the product or task, the processes used, or student's self-regulation, not on the student as a person.			
Next steps are incremental and specific enough so that students know what to do, but without doing the improvements for them.			
The amount of feedback at any one time is manageable for the students' readiness, (e.g., limited to 2 or 3 specific items).			
Feedback is expressed in a respectful, positive tone and in language meaningful to the student.			
Feedback is descriptive, (i.e., it provides information that students can use to improve), rather than evaluative (a mark or grade).			
The timing of my feedback (oral or written) provides students opportunities to use the information while they are still learning and practising the requisite knowledge and skills.			
I use strategies to monitor students' response to feedback, (e.g., feedback log).			
C. Considering feedback when planning instruction and assessment	R	S	U
I identify and share incremental learning goals, based on the overall and specific expectations which describe in student-friendly language what students are to know and be able to do.			
I identify the criteria for successful achievement of the learning goals, and plan how to develop and/or share those criteria with the students at or near the outset of the learning.			
I identify critical points in the learning where the students and I engage in assessment and feedback to determine who is learning and who needs further instruction.			
I plan activities that provide students the opportunity to practise and demonstrate their learning so that feedback can be given and received.			
I plan opportunities for students to act on feedback with my support.			

Appendix A **My Feedback Practices** (continued)

C. Considering feedback when planning instruction and assessment (continued)	R	S	U
I look for ways to maximize feedback to students while helping them take on greater responsibility for providing peer feedback and for self-assessing:			
- provide group feedback to students who share similar strengths and needs			
- provide oral feedback during conversations and observations			
- gather feedback "on the run," using a variety of strategies, (e.g., traffic light)			
- schedule weekly conferences to provide feedback on their learning			
- ensure major assignments are staged to permit time for feedback and action			
D. Developing students' ability to monitor their own learning	R	S	U
I explicitly make connections between the purpose of a task and the learning goal(s).			
I encourage students to think continuously about the criteria for success, and to look for the criteria in their demonstrations of learning.			
I involve students in defining and applying success criteria.			
I use a variety of strategies, (e.g., a think-aloud) to explicitly model providing descriptive feedback.			
I have students use criteria to provide feedback to peers and to self-assess.			
I provide students feedback on the quality of the peer- and self-assessments.			